

Collaborative Partnerships



COLLABORATIVE COACHING PARTNERSHIPS

- Context for all components
- Safe space
- Develop over time
- Includes:
 - Posture of Support
 - Communication
 - Choice



GOAL SETTING & ACTION PLANNING



- Practice-based "needs assessment": identify priorities for PBC
- Set goals: specify priority teaching practices
- Action plan: Guide coaching and implementation of teaching practices

STRENGTHS AND NEEDS ASSESSMENT

- Multiple methods and sources
 - Specific needs assessment tools
 - Observation
 - Published tools (e.g., CLASS, ITERS)
 - Self-reflection
- Explicit set of practices*

"HELP ME BETTER EXPLORE BOOKS WITH INFANTS AND TODDLERS."



WHAT IS THE GOAL?

- Relationship building?
- Cognitive development?
- Self-regulation?
- Diversity appreciation?
- Language and literacy?

WHY ARE SHARED GOALS IMPORTANT?

- Give teacher and coach a common starting point
- Create shared expectations
- Identify teaching practices that are the focus of coaching

WHAT DO WE WANT TO ACCOMPLISH?

- Learn more about the teaching practice and try it out?
- Do the teaching practice more often?
- Do the teaching practice better?
- Do the teaching practice differently?

GOALS → ACTION PLAN

After goals are set, an action plan is developed by the coach and teacher to support the achievement of the goals throughout the coaching cycle.

WHAT IS IN AN ACTION PLAN?

- Goal(s)
- Action steps
- Goal achievement statement
- Timeframe
- Supports or resources

FOCUSED OBSERVATION

- Gather and record information about teaching practices specified in goals and action plans
- Gather data to display or summarize
- Use coaching strategies to support teacher's implementation



FOCUSED OBSERVATION

- Different ways to observe, support, gather and record



- Be objective and specific

WHAT MAKES AN OBSERVATION "FOCUSED"?

- Guided by the action plan and focused on the teacher's goal.
- Opportunity to view the teacher's progress.
- Basis for the next stage of the coaching cycle: reflection and feedback.

OTHER COACHING STRATEGIES USED DURING FOCUSED OBSERVATION

- Watch teacher, take detailed notes, and collect data
- Model target practices
- Engage in a brief problem-solving and reflective discussions
- Offer on-the-spot suggestions
- Videotape teacher
- Refer teacher to resources for learning more about the practice

WHY OBSERVATION?

- "See and support" implementation in relation to goal and action plan
- Consider
 - How is implementation going?
 - What other support might be needed?
 - What reflection and feedback to provide? (supportive & constructive)

REFLECTION & FEEDBACK



- Reflect on observation & data
- Give & receive feedback
- Problem-solve
- Identify additional supports & resources

REFLECTION AND FEEDBACK COACHING STRATEGIES

- Provide performance feedback (supportive and constructive)
- Help teachers use/ interpret data you collected
- Review teacher's video together
- Role-play correct use of the teaching practice
- Engage in a reflective conversation
- Engage in a problem-solving discussion
- Review goals
- Update action plan progress
- Provide materials or resources related to the teaching practice

WHO REFLECTS?

- Teacher
 - Reflect on events, activities, efforts, child response, growth in practices, etc. in relation to teaching practices
- Coach
 - Observations of teacher effort, behavior, skills, activities, and child response, etc. in relation to teaching practices

TYPES OF FEEDBACK

- Supportive Feedback
- Constructive Feedback



CONTINUING THE CYCLE

- Determine in the reflection and feedback meeting the next steps
 - Continue with current action plan
 - Refine action plan
 - Develop a new action plan

PBC RESOURCES

- Documents on ECLKC
 - <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html>
 - Practice-Based Coaching Brief
 - What Do We Know About Coaching Brief
 - Top Ten Tips for Coaches
 - *Coming soon:* Component Briefs, Program Leader's Guide to Practice-Based Coaching